Non-Traditional Instruction Program
Application for Districts New to the Program
2015-2016

KRS 158.070 Section 9:

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(d) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have an alternative instruction plan approved by the commissioner of education for the use of alternative methods of instruction, including virtual learning, on days when the school district is closed for health or safety reasons, on nontraditional days, or on nontraditional time. The district's plan shall demonstrate how teaching and learning in the district will not be negatively impacted. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

District | Hopkins County Schools

Date | April 16, 2015

Please complete the following questions as completely as possible. Expand the text boxes as necessary. Definitions can be found at the end of the question section.

1.   **a.** Briefly describe the district's plan to combat lost instruction and learning loss on adverse weather or other emergency days.

> The Hopkins County School District believes in the education of every child, every day even when school is not in session. To help combat the loss of instruction that occurs during extended periods of weather-related or other school closings, the district would like to implement online learning and printed "NTI packets" to reach all of our students using a blended learning model.
>
> The district leadership team comprised of the Superintendent, Assistant Superintendent of Instruction, and all instructional supervisors, as well as the school level Principal Advisory Councils (PAC), will oversee the planning, implementation, and monitoring of the non-traditional instruction program.

b. How were stakeholders (students, teachers, administrators, parents, community members, etc.) involved in the development of the district's Non-Traditional Instruction plan?

> The district leadership team will meet with the PAC at each school to help the Professional Learning Communities (PLC) develop the curriculum for the non-traditional instructional days. Embedded professional learning days will be utilized for planning, implementation, and monitoring. Hopkins County Schools' Community Engagement Specialist will notify various media outlets and provide information to the parents and the community.
>
> The district leadership team met with the school principals and the school curriculum coordinators to discuss the NTI plan. The curriculum coordinators discussed the NTI program

with the teachers through the school PLCS. The teachers sent their feedback about the program to the curriculum coordinators who compiled the comments and sent them to the district Director of Assessment. The Director of Assessment discussed the feedback with the district leadership team. Principal, curriculum coordinator, and teacher feedback was considered as the plan was finalized.

2.   What previous experience does the district have with non-traditional learning, either with blended, digital, or other non-traditional methods? Briefly express the evidence of the district's capacity to execute a successful plan.

The district has used digital learning at the high school level for several years. A credit recovery lab has been utilized for students who need to recover credits. The district also has a non-traditional high school for students who wish to work at their own pace. Both programs have used the Apex online learning program in the past years, but they will be transitioning to the Odysseyware online learning program for credit recovery and self-guided learning. The district has also used Study Island in the past to supplement instruction at all grade levels.

3.   **a**. What method will the district use to deliver instruction on Non-Traditional Instruction days?

The district will use both technology applications and resources and paper packets to deliver instruction on Non-Traditional Instruction days. However, all students will be given a paper packet to alleviate excuses or conflicts such as homes where multiple students reside and have limited internet access capabilities.

A blended approach will be utilized to allow teachers to decide if a digital component should be used based on students' needs. The paper packets will contain information from the online platform being used so the students without internet access can still participate in the lessons.

b. If the method is digitally-based, is there a specific learning management system (Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?

Various technology applications and resources will be used such as Edmodo and Google Classroom. Each teacher will determine which technology applications and/or resources they will use based on their students' needs and based on which platform they are most comfortable using.

Each grade span also has the following online applications they may access at home.

Elementary: Journeys and Envisions Online materials

Journeys is the district elementary reading curriculum and Envisons is the district elementary math curriculum. Each elementary teacher and student has an online account they may use.

Middle: Go Math! and CERT materials

Go Math! Is the district middle school curriculum. CERT is used at the middle school level as the KSI universal screener. Students take an EXPLORE like assessment two times a year and then receive interventions and lessons based on their critical skills areas.

High School: Odysseyware and CERT materials

Odysseyware is the credit recovery/enrichment/enhancement program used at the high school level. Students take online courses through this program. CERT is used at the high school level as the KSI universal screener. Students take PLAN and ACT like assessments two times a year and then receive interventions and lessons based on their critical skills areas.

c. If the method is not digitally-based, please describe the instructional process.

Paper packets containing review material or preview material will be created for each student. New content will not be covered on NTI days. All students will be given a paper packet.

4.   **a.** How will the district account for all students' access to on-line resources and/or equitable instructional materials for those students who do not have access to the internet and/or devices and for students who may need to access information differently?

A survey will be conducted to determine how many students have internet access at home. Paper packets containing review material or preview material will be created for each student. New content will not be covered on NTI days. We realize that not all students have internet access which is why we have selected a blended learning model. All students will receive the paper packets. The students who do not have internet access will receive the materials from the internet in paper format so each student will receive the same instruction. Teachers will also vary instruction per student based on each student's individual needs.

b. What opportunities exist for community partners to be engaged in Non-Traditional Instruction days?

Students may be able to complete work online at the public library or other local hotspots. Several media outlets will also be utilized to communicate with the parents and students. The Hopkins County Schools' Community Engagement Specialist will notify the newspaper, local radio stations, and other local media outlets, as well as use the district Facebook page, Twitter account, and website to provide information to the parents and the community.

5. Please explain the professional learning plan the district will implement to ensure certified staff have the knowledge and capacity they need to provide quality blended, digital, or non-traditional instruction to students.

> The PAC at each school is comprised of teacher leaders from each grade level or content area. The district leadership team will meet with the PAC at each school to disseminate information. The PAC members will then meet with their respective PLC to ensure each member has the knowledge and information they need to provide quality instruction. Embedded professional learning days will also be utilized to ensure the program is successful.

6. **a.** Please describe the deployment of certified school staff on Non-Traditional Instruction days and describe how they will fulfill their contractual obligations on these days (access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

> Certified school staff will complete a log of all hours worked during Non-Traditional Instruction days. Teachers will be available via various technology applications and/or email between the hours of 10:00 AM and 12:00 PM to answer questions or provide assistance. During the other instructional hours, the teachers will be asked to participate in any of the following activities (time spent should be documented on the log sheet): grade papers, contact students who need additional assistance, provide student support, prepare lessons and instructional materials, collaborate with co-teachers, develop assessments, and realign pacing guides so they can be sure to meet all standards upon return to school.
>
> Without jeopardizing personal safety and with the permission of an immediate supervisor, school administrators may work normal hours in their assigned building. School administrators will also support and monitor online programs, and be available to answer questions from teachers, parents, and/or community. If students do not have internet access to email the teachers, the parents may contact the central office or the school by phone so the teacher can be called and the question can be answered for the student.

b. Please describe the district's plan for classified school staff on Non-Traditional Instruction days. Describe how they will fulfill their contractual obligations on these days or indicate that they will make-up days at the end of the school year.

> Each department will differentiate this. For instance, transportation department staff will either have additional training sessions added to the end of the year or they will be provided with opportunities for additional athletic and extracurricular trips. Food Service employees will utilize these days for training, cleaning, inventory, or other purposes. Instructional assistants will be offered time to work collaboratively with their teachers to develop resources or plan instruction.

7.   **a**. How will information on student participation be gathered on Non- Traditional Instruction days?

Students will have up to five school days to complete the NTI packets or online assignments after returning to school. Each teacher will keep an assignment log to document the names of the students who submitted the assignments they were supposed to complete. The teachers will use this information to determine a participation percentage.

b. How will information on staff participation be gathered on Non-Traditional Instruction days?

All certified staff will be required to log all of their hours and activities during NTI days. The PAC at each school will collect a monthly report during the winter months to determine the participation level of students and decide how beneficial the program appears to be. The district will also administer a survey to teachers and parents at the end of the school year and make adjustments to the program based on the results. Administrators will also conduct "spot checks" by calling employees to verify availability.

8.   **a.** What learning outcomes will be met on Non-Traditional Instruction days? How will evidence of learning be gathered? (LMS reports, formative or summative assessments, projects, etc.)

The instruction provided during Non-Traditional Instruction days will be an extension of the regular instruction the students are receiving in the classroom at that time. Students will not be given material that covers new standards. Only material that has previously been covered will be assigned to the students for enhancement, enrichment, or remediation based on each individual student's needs. Various formative assessments and/or projects will determine if learning outcomes have been met.

b. What method will the district use to ensure the learning on Non-Traditional Instruction days parallels the learning on regular instruction days?

Pacing guides are already in place at all grade levels and subject areas. These pacing guides will be utilized to determine which units will be covered during the winter months. The online instruction/paper packets will mirror the curriculum units listed on the pacing guides. The lessons assigned on NTI days will be comprised of review material or preview material, but new content will not be covered.

9.   **a**. Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

> IEPs will be modified as needed beginning with the spring transitional meetings. Special education teachers will modify NTI packets and online lessons to meet each student's individual needs. Students will also receive an additional five school days, once school is back in session, to complete assignments, which will allow students the time they need to receive interventions and modifications. Extended School will be offered before and after school for all students needing assistance. Lastly, special education teachers will be available to assist over the phone and through technology platforms on NTI days.

    b. Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

> Gifted and Talented District Coordinators will provide information via their website for activities for specific areas. They will also be available to work with students during the designated hours. They will focus especially on performance and/or project-based activities.
>
> The district ELL Coordinator will work with teachers, students, and families to provide assistance to students who have a PSP. Each student with a PSP has an iPad that he/she may use at home. The ELL Coordinator will help tailor the lessons to meet each student's individual needs.

10.   In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

> The district Facebook page, Twitter account, and website will be used to keep the community informed. The district Communications and Community Specialist will also submit articles to area news media outlets so the parents and community will know what to expect on NTI days.

Definitions

ARC
An Admissions and Release Committee (ARC) is a group of individuals described in [707 KAR 1:320, Section 3](#), that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.

Blended Learning
Blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Clayton Christianson Institute for Disruptive Innovation)

Digital Learning
Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction. (Alliance for Excellent Education)

Equitable Instructional Materials
Equitable instructional materials are tools used to assist in student learning of various formats that provide equal levels of content, rigor, and opportunity to all learners.

GSSP
A Gifted Student Services Plan is an educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment. (Kentucky Department of Education)

IEP
An Individual Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#).

Learning Management System (LMS)
A Learning Management System (or LMS) is a software that enables the management and delivery of learning content and resources to students. It is used to plan, implement, and assess a specific learning process. Most LMS systems are web-based to facilitate" anytime, anywhere" access to learning content and administration. (EdTech Review) Examples of a learning management system include Blackboard, Canvas, Edmodo, Moodle, Schoology, etc.

Non-Traditional Instruction Day
A Non-Traditional Instruction Day is a day in which school has been cancelled due to weather or other reasons and non-traditional instructional methods are implemented in order to maintain academic continuity and reduce student learning loss.

Non-Traditional Learning
Non-traditional learning is any process of gaining knowledge that occurs outside the traditional methods of delivery/mode, time, or setting.

PSP

A Program Services Plan is an educational plan for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications.(Kentucky Department of Education)

Stakeholders

Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups. (Great Schools Partnership)

SWD

A student with a disability (SWD) is a child evaluated in accordance with 707 KAR 1:300, as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

We certify that this application was reviewed and approved by the _____

(school district)

Board of Education at a regular meeting of the Board on _____

(date)

_____

Superintendent   Date

_____

Local Board of Education Chair   Date

_____

Terry Holliday, Commissioner of Education   Date

Application Deadline: May 1, 2015

Please download this application and return the completed form, including required signatures (scan completed document as a PDF file) to beth.peterson@education.ky.gov or mail to:

Beth Peterson
KDE - Division of Innovation and Partner Engagement
8th Floor CPT
500 Mero St.
Frankfort, KY 40601